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ment. Renaissance, oriental, and modern styles have been reserved for a later volume. Some four hundred illustrations and twenty-two plates, splendidly executed, accompany the text. Excellent bibliographical lists appended to the individual chapters and a full and accurate index complete a work which is thoroughly scholarly, and which will doubtless be recognized as authoritative for many years to come.

It is of course impossible, in a brief review, to call attention to details in a book which from the nature of its subject is itself a history of details. In the matter of the lotus, it may be remarked, Professor Hamlin is far more conservative than Professor Goodyear, who, in his *Grammar of the Lotus*, regards the Egyptian flower as the ultimate source of nearly all historic ornament. The treatment of Greek and Gothic designs is admirably complete and sympathetic. Especially gratifying is the frank appreciation of the contributions of the Roman genius, in view of the fact that it is still the fashion of not a few classicists to regard all Roman art as largely imitative and wholly base. Compare the following passage (127-129): "The arts which flourished under the direction of these tastes were chiefly of foreign origin, though they took on in time a distinctively Roman character. The Romans became a nation of mighty builders and engineers, and architectural decoration and all the decorative arts that are concerned with personal comfort and luxury were carried to a remarkable, and in some cases an extraordinary, degree of elaboration and splendor. . . . Roman ornament lacked somewhat of the refinement and restraint of the Greek, but was more varied and more flexible. It was eminently adapted to the purposes which it had to serve, and is well worthy of study for its elegance and versatility of design". The beauty of Roman capitals, the splendid mosaics, and the grace of many stucco reliefs are sufficient proof of this and similar statements.

The reviewer has been constantly impressed by the apt characterizations, the breadth of treatment, and the freshness of the illustrations. Both the author and the publishers are to be congratulated for producing a volume of conspicuous merit.

UNIVERSITY OF MICHIGAN.

J. G. WINTER.

THE CLASSICAL ASSOCIATION OF THE MIDDLE WEST AND SOUTH

The Classical Association of the Middle West and South held its Thirteenth Annual Meeting at Louisville on April 5, 6 and 7. The program offered great variety in papers pedagogical, archaeological, and literary, and was as delightful as it was stimulating.

No one who on Thursday evening heard President John A. Scott's masterly address on *The Dardanelles*, "that little stream 38 miles long", is likely soon to forget it. Professor Scott demonstrated the strategic importance of this position and described the great issues that from the beginning of history have centered at different times in the Dardanelles.

A fine program on *The Teaching of Latin*, arranged by Miss Frances E. Sabin, was presented on Friday morning. At this session a group of papers of great constructive value to the teacher was contributed, setting forth Important Factors in Successful Teaching. Miss Leta Wilson stressed the development of a sense of conscious power in the pupil through vigorous and constructive criticism. The test of all teaching, she affirmed, was found in the mental habits of the student and was represented by his ability to organize known facts and to build upon them. In view of present educational demands and of the curtailed lesson periods, Professor R. J. Bonner urged the importance of a reorganization of material and recommended the appoint-

ment of a committee to distribute over years and semesters the irreducible minimum of syntax to be taught. Professor B. L. D'Ooge stated that the prime factors in successful teaching were talent (*ingenium*) and training. He made a vigorous plea for greater definiteness in lesson assignments, for differentiation in the work of different years and for a keener appreciation of the immaturity of the child's mind. Miss Lucia Spooner in an admirable exposition of the Needs of the Prospective Teacher suggested the following training-courses: organized study of English etymology, with training in the reverse processes of the analysis of English words; a course in the syntax of High School authors; correlated courses in Roman history, as the history of certain growths and the development of great epochs; a course in mythology treating of the origin of myths, their resemblance in different nations and their different representations in art; a course in Roman religion, and last, but by no means least valuable, a study of Greek literature in the original. Miss Spooner pointed out the importance to the teacher of having a ready command of the facts concerning Roman life and customs, and the desirability of understanding the influence which the Classics have had upon Dante and the English poets. Miss Lotta Liebman, discussing the Needs of the Young Teacher after College, described training courses as often limited to a rapid reading of Caesar, Cicero, and Vergil, and to practice in writing composition exercises which were seldom corrected. The two great needs of the young teacher, Miss Liebman said, were better correlated instruction and definite written plans of work. By way of meeting these needs she suggested that inexperienced teachers be given frequently the benefit of stimulating constructive criticism by classical inspectors, who should observe their work. In the discussion that followed the general opinion was expressed that the great essential for successful teaching was knowledge of the subject with an application of common sense.

Great interest was manifested in the report of the Laboratory Recitation by Miss Harriet L. Bouldin. This method of teaching Latin, which has been tried with marked success for the past year in the Springfield (Ill.) High School, requires a recitation and study period of 90 minutes, two teachers and pupil assistants for the period, and a more restricted curriculum, four subjects only being allowed a pupil in one day. The following advantages are claimed for the method: all need of discipline is eliminated, the best of feeling prevails between pupils and teachers, the vocabulary problem is solved, the number of failures is made almost negligible, the bright pupil is not held back because of the laggard in the class. Miss Myra H. Hanson's paper on the Enrichment of the High School Course in Latin was full of valuable suggestions as to text-books, content of the work, course in supplementary reading, and classical club programs.

Resolutions were adopted by the Association appreciative of the life and work of that devoted champion of the Classics, the late Professor Walter Dennison of Swarthmore College.

PHILADELPHIA HIGH SCHOOL FOR GIRLS. JESSIE E. ALLEN.

THE CLASSICAL ASSOCIATION OF NEW ENGLAND

The annual meeting of The Classical Association of New England was held at Amherst College, March 30-31. About 120 persons, a large number for our Association, attended and all agreed that we have never had a more successful meeting.

President Alexander Meiklejohn, in his address of welcome, said: "I beg you Greek and Latin teachers